

Alignment of the STREAMin³ Curriculum to CLASS 2nd Edition PreK-3rd

The big idea that drives the STREAMin³ Curriculum is that high-quality teacher-child interactions are what matter most for children’s learning and development. When educators focus less on what the activity is and more on *why* the activity matters and *how* to structure and scaffold children’s engagement in the activity, children develop the foundational skills that set them up for success in kindergarten and beyond. The Intentional Teaching Practices (ITPs) are the primary structure in the curriculum that supports educators to provide intentional, integrated interactions (in³) – they are woven *throughout the curriculum*, including the Core Skill Focus of the Week, Parts of the Day, STREAM Story and Group Activities, Activity Cards, and STREAM Games.

The table below aligns the CLASS 2nd Edition PreK-3rd dimensions to the ITPs, Core Skill Routines, and other components of the STREAMin³ preschool curriculum. It is meant to illustrate the significant overlap in effective teaching practices outlined by both the CLASS tool and the curriculum. Content-specific ITPs (e.g., those focused specifically on literacy and math) are not included in the table, though many would likely fit into Concept Development. Additionally, many ITPs can fit in multiple CLASS dimensions – the goal is that programs can begin to make connections between CLASS and the STREAMin³ preschool curriculum.

		Intentional Teaching Practices					Core Skill Routines & Other Curricular Components													
		◆ Relate	◆ Regulate	◆ Think	◆ Communicate	◆ Move														
Positive Climate		○ Help Children See You as a Resource ◆	○ Engage in Social Conversations ◆	○ Acknowledge Positive Peer Interactions ◆	○ Join in the Play ◆	○ Provide Support During Teamwork ◆	○ Embrace Similarities and Differences ◆	○ Acknowledge and Affirm Physical Attributes, Interests, and Characteristics ◆	○ Prompt Children to Provide Care for Others ◆	○ Prompt Children to Consider the Needs/Feelings of Others ◆	○ Narrate and Label Empathy ◆	○ Prompt Children to Consider “Why” Someone May be Feeling a Certain Way ◆	○ Connect to Children ◆		○ Peer Pairing ◆	○ Super Friend ◆	○ Child Time ◆	○ Relate Activity Cards		
		○ Help Children See You as a Resource ◆	○ Provide Support During Teamwork ◆	○ Narrate Problems and Solutions ◆	○ Reflect the Problem ◆	○ Prompt Children to Find/Accept a Solution ◆	○ Label Emotions ◆	○ Prompt Children to Label Their Emotions ◆	○ Acknowledge and Accept Strong Emotions ◆	○ Use Calm-Down Strategies ◆	○ Connect to Children ◆					○ Solution Kit ◆	○ Child Time ◆	○ Feelings Chart ◆	○ Feel-ometer ◆	○ Turtle Technique ◆

Regard for Child Perspectives	<ul style="list-style-type: none"> ○ Promote Child Autonomy (show genuine interest in their ideas, interests, and activities; value their identities, ideas, and opinions) ◆ ○ Provide Support During Teamwork ◆ ○ Acknowledge and Affirm Physical Attributes, Interests, and Characteristics ◆ ○ Narrate and Label Empathy ◆ ○ Prompt Children to Provide Care for Others ◆ ○ Prompt Children to Consider the Needs/Feelings of Others ◆ ○ Narrate Self-Confidence ◆ ○ Prompt Children to Consider “Why” Someone May be Feeling a Certain Way ◆ ○ Narrate Using Self-Help Skills ◆ 	<ul style="list-style-type: none"> ○ Peer Pairing ◆ ○ Super Friend ◆ ○ Solution Kit ◆
Behavior Management	<ul style="list-style-type: none"> ○ Prompt Children to Find/Accept a Solution ◆ ○ Acknowledge Positive Behaviors ◆ ○ Promote Autonomy (Choice) ◆ ○ Use Cues and Visuals ◆ ○ Give Effective Commands ◆ ○ Engage Children in Alternative, Appropriate Behaviors ◆ ○ Link Behaviors with Outcomes ◆ ○ Narrate Use of Working Memory ◆ ○ Narrate Cognitive Flexibility ◆ ○ Use Calm-Down Strategies ◆ 	<ul style="list-style-type: none"> ○ Solution Kit ◆ ○ Feelings Chart ◆ ○ Feel-ometer ◆ ○ Turtle Technique ◆ ○ Talking Stick ◆ ○ Move/Regulate Activity Cards
Productivity	<ul style="list-style-type: none"> ○ Use Cues and Visuals ◆ ○ Give Simple and Clear Commands ◆ ○ Give Effective Commands ◆ ○ Engage Children in Alternative, Appropriate Behaviors ◆ 	<ul style="list-style-type: none"> ○ Activity Cards when used during transitions
Instructional Learning Formats	<ul style="list-style-type: none"> ○ Join in the Play ◆ ○ Explain Objectives/What Will Happen ◆ ○ Promote Child Autonomy (Focus and Attention) ◆ ○ Promote Active Engagement ◆ ○ Suggest Roles ◆ ○ Encourage Use of Props ◆ ○ Narrate Curiosity and Exploration ◆ ○ Use Comments and Questions to Promote Exploration ◆ ○ Promote Child Autonomy (Active Exploration) ◆ ○ Narrate and Encourage In-the-Moment Observations ◆ ○ Use Gestures and/or Visual Supports to Encourage Listening ◆ ○ Encourage Children to Imitate Movement ◆ ○ Encourage Children to Try New Tools or Grips ◆ ○ Use Visuals and Songs ◆ ○ Present All Foods as Attractive, Enjoyable Options ◆ 	<ul style="list-style-type: none"> ○ Core Skill Objectives in STREAM Group and Story Activities ○ Materials List in STREAM Group and Story Activities

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Concept Development</p>	<ul style="list-style-type: none"> ○ Prompt Children to Consider the Needs/Feelings of Others ◆ ○ Prompt Children to Consider “Why” Someone May be Feeling a Certain Way ◆ ○ Prompt Children to Shift Thinking ◆ ○ Adapt the Activity to Encourage Cognitive Flexibility ◆ ○ Promote Predictions ◆ ○ Prompt Children to Compare, Contrast, and Categorize ◆ ○ Narrate Reasoning ◆ ○ Ask Open-Ended Questions (Reasoning & Problem-Solving with Tasks) ◆ ○ Prompt Children’s Explanations ◆ ○ Narrate Imitation and Representation and Label Symbols ◆ ○ Ask and Answer Questions ◆ ○ Ask Children to Summarize or Retell Information ◆ 	<ul style="list-style-type: none"> ○ Adapt Section of STREAM Group Activities ○ Think Activity Cards that encourage children to explain their reasoning, make comparisons, or make predictions 		
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Quality of Feedback</p>	<ul style="list-style-type: none"> ○ Acknowledge Effort ◆◆ ○ Acknowledge Positive Peer Interactions ◆ ○ Reflect the Problem ◆ ○ Narrate Self-Confidence ◆ ○ Adapt the Activity to Encourage Cognitive Flexibility ◆ ○ Prompt Children’s Explanations ◆ ○ Repeat and Elaborate on What Children Say ◆ 	<ul style="list-style-type: none"> ○ Adapt Section of STREAM Group Activities 		
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Language Modeling</p>	<table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> <ul style="list-style-type: none"> ○ Engage in Social Conversations ◆ ○ Narrate Problems and Solutions ◆ ○ Narrate and Label Empathy ◆ ○ Acknowledge and Affirm Physical Attributes, Interests, and Characteristics ◆ ○ Narrate Self-Confidence ◆ ○ Label Emotions ◆ ○ Prompt Children to Label Their Emotions ◆ ○ Narrate Use of Working Memory ◆ ○ Narrate Cognitive Flexibility ◆ ○ Narrate Imitation and Representation and Label Symbols ◆ ○ Narrate Curiosity and Exploration ◆ ○ Narrate and Encourage In-the-Moment Observations ◆ ○ Narrate Reasoning ◆ ○ Ask Open-Ended Questions ◆ </td> <td style="vertical-align: top; width: 50%;"> <ul style="list-style-type: none"> ○ Narrate Your Own Actions, Children’s Actions, or Comment on Characters in Books ◆ ○ Repeat and Elaborate What Children Say ◆ ○ Maintain 3-5 Back and Forth Exchanges ◆ ○ Engage in Talk that Goes Beyond the ‘Here and Now’ ◆ ○ Ask and Answer Questions ◆ ○ Intentionally Teach Selected Vocabulary Words ◆ ○ Provide Child-Friendly Definitions ◆ ○ Repeat Words Often ◆ ○ Label Specific Print Features ◆ ○ Draw Explicit Attention to the Relation Among Words ◆ ○ Label & Narrate Your Writing ◆ ○ Narrate Gross Motor Movements ◆ ○ Narrate or Label Use of Fine Motor Skills ◆ ○ Narrate Using Self-Help Skills ◆ ○ Model and Narrate Healthy Food Choices ◆ </td> </tr> </table>	<ul style="list-style-type: none"> ○ Engage in Social Conversations ◆ ○ Narrate Problems and Solutions ◆ ○ Narrate and Label Empathy ◆ ○ Acknowledge and Affirm Physical Attributes, Interests, and Characteristics ◆ ○ Narrate Self-Confidence ◆ ○ Label Emotions ◆ ○ Prompt Children to Label Their Emotions ◆ ○ Narrate Use of Working Memory ◆ ○ Narrate Cognitive Flexibility ◆ ○ Narrate Imitation and Representation and Label Symbols ◆ ○ Narrate Curiosity and Exploration ◆ ○ Narrate and Encourage In-the-Moment Observations ◆ ○ Narrate Reasoning ◆ ○ Ask Open-Ended Questions ◆ 	<ul style="list-style-type: none"> ○ Narrate Your Own Actions, Children’s Actions, or Comment on Characters in Books ◆ ○ Repeat and Elaborate What Children Say ◆ ○ Maintain 3-5 Back and Forth Exchanges ◆ ○ Engage in Talk that Goes Beyond the ‘Here and Now’ ◆ ○ Ask and Answer Questions ◆ ○ Intentionally Teach Selected Vocabulary Words ◆ ○ Provide Child-Friendly Definitions ◆ ○ Repeat Words Often ◆ ○ Label Specific Print Features ◆ ○ Draw Explicit Attention to the Relation Among Words ◆ ○ Label & Narrate Your Writing ◆ ○ Narrate Gross Motor Movements ◆ ○ Narrate or Label Use of Fine Motor Skills ◆ ○ Narrate Using Self-Help Skills ◆ ○ Model and Narrate Healthy Food Choices ◆ 	<ul style="list-style-type: none"> ○ Feelings Chart ◆ ○ Feel-ometer ◆ ○ Talking Stick ◆
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